

dents at each type of college. The outstanding difference seems to be between the men's and the women's societies. The chief aim of the men's literary societies seems to be to train the students for public speaking, while the chief aim of the women's literary societies seems to be to keep the students in touch with the current trend of literature.

In making this brief survey of the college literary societies of Virginia, I have noticed some interesting facts, which are listed below:

In only five colleges are the members of the literary societies selected by bids, and three of these are girls' colleges. It is also true, as a rule, that the girls' societies defeat a candidate much more easily than the boys' societies.

Some of the societies that select members by application use this method because they think the fraternities have a sufficient monopoly on the bid method.

The most striking contrast between the boys have won, but if pleasure is the aim, in the programs. The boys' programs consisted mostly of debates, orations, essays, readings, and declamations, while the girls' programs were made up of songs, dances, instrumental and vocal solos, book reviews, current events, dramatizations, and the lives of living men and women. In fact, the boys are still sticking to the old-fashioned literary society program, while the girls have strayed so far that they hold a typical women's club meeting in place of the original literary society program. If good public speaking is the aim of literary societies, the boys have won, but if pleasure is the aim, the girls are far ahead.

KATHARYN SEBRELL

More than 1,500 students in the University of Wisconsin have taken work in journalism since the introduction in 1905 of the journalistic course.

A STUDY OF ANNUALS IN VIRGINIA COLLEGES FOR WOMEN

TO NINE Virginia colleges for women the following questionnaire regarding their 1925 annuals was sent:

QUESTIONNAIRE

1. Name of your annual
Name of college
2. By what college organization is your annual published?
(Class, society, fraternity, student body)
3. How many members in all are there on your annual staff?
4. Designate the division of the staff according to kind of editors and business managers
5. How is the staff elected?
6. Give the names of the various books or divisions of your annual
7. Which book is usually given the most space?
8. What did the engravings for last year's annual cost?
9. Who was your engraver?
10. What did the printing and binding cost?
11. Who was your printer?
12. What price did you charge an individual for an annual?
13. Did clubs and classes pay for representation?
How much did they pay per page?
14. How many pages of advertisements did you have?
15. What price do you charge your advertisers?
1 page ½ page
¼ page ⅛ page
card
16. Do you present any programs during the year to raise money?
If so, what?
17. Does the annual staff have regular meetings?
If so, when?
18. What part does the faculty take in your annual?
19. Do you have an adviser?
20. At what time did last year's annual go to press?
21. When did you distribute them to the students?
22. Does the editor receive academic credit for work on the annual?
If so, what credit?
23. Do you consider the annual a worth-while activity?

The number was restricted in order that

ranged from \$45 down to \$5. The plan followed by Farmville seemed the best of those given. They charged \$5 for a printed page, \$11.75 for a page with one-half page picture, and \$17 and \$18.75 for a page with a whole page picture.

All of the annuals used advertisements as a source of income. The number of pages varied from 4 at Westhampton to 26 at Lynchburg and Fredericksburg. The prices varied to a large extent, some charging as much as \$50 a page, while one charged as low as \$15 a page. Table V gives all of this information.

FACULTY ASSISTANCE

In each case except three the staff has a faculty adviser, but judging by the answers in the questionnaires, these advisers help only when asked; the annual is, therefore, a student publication. This has many advantages, since it places the responsibility on the students, gives them a greater pride in their work, and thus broadens their opportunities. Of course, it is to be understood that a friendly relation exists between the staff and the faculty and that help is forthcoming when it is needed.

TABLE V—NUMBER OF PAGES OF ADVERTISEMENTS
AND PRICES CHARGED

| Annual | Price Per Page | | | | | Number Pages |
|--------------------------|----------------|---------------|----------------------|---------------|---------------------|-----------------|
| | I | $\frac{1}{2}$ | $\frac{1}{4}$ | $\frac{1}{8}$ | Card | |
| <i>Argonaut</i> | \$45.00 | \$25.00 | \$15.00 | \$10.00 | \$5.00 ^a | 26 |
| <i>Battlefield</i> | \$15.00 | \$10.00 | \$ 7.00 | ..... | ..... | 26 |
| <i>Beehive</i> | \$25.00 | \$15.00 | \$10.00 | \$ 5.00 | ..... | 18 |
| <i>Briar Patch</i> | \$50.00 | \$35.00 | \$25.00 | \$15.00 | ..... | 15 |
| <i>Heleanthus</i> | \$45.00 | \$25.00 | \$12.50 | ..... | ..... | 20 |
| <i>Schoolma'am</i> | \$35.00 | \$20.00 | \$10.00 | \$ 7.50 | ..... | 18 |
| <i>Spinster</i> | \$50.00 | \$25.00 | \$18.00 | \$10.00 | ..... | 11 |
| <i>Tower</i> | \$30.00 | \$17.00 | \$12.00 ^b | ..... | ..... | 4 ^c |
| <i>Virginian</i> | \$40.00 | \$25.00 | \$15.00 | ..... | ..... | 16 |

a. One inch.

b. One-third page.

c. Space sold by *Tower* staff only.

Another means of raising funds is that of presenting programs which take various forms. Only three of the colleges give any such programs. The staff at Fredericksburg stages an elaborate musical comedy each year, usually in April. They call upon the students in the college to help: the art department to design the costumes, the physical education department to help with the choruses, and the dramatic club to aid with the play. Sweet Briar also gives a play.

The staff at Harrisonburg always gives a Christmas Bazaar. Each student in the college is requested to give a piece of handwork and an article for the grab-bag. Besides these, Japanese articles, candy, and other refreshments are sold. In 1924 calendars of the college were sold. The staff also presents one or two movies during the year.

DISTRIBUTION

February 15 was the earliest date at which any of the annuals went to press. Others went as late as May 1. A point to be remembered is that the ones which were latest in going to press represented a larger part of the school year. The earlier ones left out events such as May Day festivities which would appear in the annual in the following year. The annuals were delivered and distributed in May in several colleges, but the majority were distributed the first of June. Thus the annuals became a big event in Commencement.

CREDIT

No college gave academic credit to the editor-in-chief. This is a debatable question, since the editor spends so many hours on the work. Still it is believed by most of the editors that the benefits derived from

this responsibility will greatly overbalance the weary hours spent on it.

VALUES

The questionnaire included a question concerning the values of the annual. The content of the answers by the editors may be summarized by giving the points presented by the editor of *The Virginian*. It was as follows: "It leaves something worth while to the college"; it acts as a memory book to the students; it gives the members of the staff an opportunity to display their creative, artistic, literary, and business abilities; and it "makes school life more interesting."

SUMMARY

This study of annuals has covered a narrow sphere, but I have tried through it to present a general view of annuals in regard to organization, division, finances, faculty assistance, distribution, academic credit, and values.

THELMA EBERHART

A PLEA FOR PHYSICS

IT IS the purpose of education to contribute as much as possible toward social progress, and in order to do this it must give a practical, as well as a theoretical, knowledge of the things which are vital in social life.

Among the many courses in the curriculum there is one which, to my mind, stands out as the immediate channel through which this purpose can be brought to a realization. This subject is science. Youth seeks an explanation of life in all of its phases; and as life is permeated with, and influenced by, science, we may let this explanation come through science and be a true one. Man, because of his grasp of science, has subdued the forces of nature, has freed the mind of superstition, and has furnished himself with methods which ultimately aid him in solving the more complex problems of life and society. But science

must not only result in economic advantage; it must also create a broader knowledge and vision, and an appreciation of life's values, to be obtained in no other way.¹

It is my purpose to treat a special subject in the field of science so as to bring out its practical value toward the advancement of social progress. This subject is physics. I have chosen it because I feel that in past years in the teaching of physics, the emphasis has been more on the theoretical side with little notice of its practical application to real life situations. I do not mean to imply that the theoretical is less important and should be neglected, because it should not. It is very important and essential, but the practical should not be crowded out by the theoretical. Interest is the basis of all thorough study, and this can better be gained through a study of the practical side of physics.

A study of physics is necessary to the well rounded education of both the boy and the girl, because it is not only an exceedingly valuable subject in itself, but it contributes to social progress by modifying the physical circumstances of one's environment, by revealing some of the conditions and processes to which life is subject, by helping to prepare individuals for living, and by training in the skillful use of objective materials.¹

A practical study of the subject enriches the life of the boy in that it teaches him to understand the mechanics and operation of the vast amount of machinery common to him in everyday life, and thus makes him more independent in that field. It gives him an insight into the forces of nature and enables him to better understand the great phenomena about him. It stimulates him to do research work in the field of science—one thing that America needs to consider in the education of its youth. Can a boy, today, afford to go through life and not understand the underlying principles of the

¹Rusk—*How to Teach Physics*, p. 34.